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ABSTRACT

The Triple I (Indianapolis Individualized Inservice) Project attemted to utilize an individualized approach to in-service education for teachers at two elementary schools located in the inner city. Five learning modules were established which were based upon areas identified by the teachers through the use of a special instrument, "In-service Interest Inventory" (included in the document), and follow-up interviews. Consultants from Ball State University worked during one school year with the teachers individually and in small groups on topics declared to be of interest by the teachers. Informal evaluation was supplemented by a specially designed instrument, "In-service Inventory" (also included), which measured teacher attitude towards the Triple I Project and other in-service projects. While the Triple I Project was considered a success, one of the most significant findings was that teacher attitude appeared to be the greatest determinant of success or failure of this project, as judged from the teacher's own perception. A number of recommendations are given for other in-service teacher education programs based upon the analysis of the evaluation instrument used in this study. (Author/MBM)

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A REPORT OF THE TRIPLE I PROJECT

AN INDIVIDUALIZED IN-SERVICE TEACHER EDUCATION PROGRAM

Designed and Conducted Through

The Institute for the Preparation of Teachers of the Disadvantaged

Teachers College

Ball State University

Muncie, Indiana

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Introduction

In many instances in-service teacher education programs are based upon the supervisors' or administrators' perception of the curricular needs of a school or school system. These needs are generally determined by dedicated personnel and reflect legitimate concerns. The difficulty arises that the reading supervisor may accurately perceive that the language arts program of a school system needs improvement, but if teachers do not share this perception or if this problem is not high in their set of priorities of problems, there is some evidence to suggest that the effectiveness of in-service programs designed to change teacher behavior have limited effectiveness.

The Indianapolis Individualized In-service Program (the Triple I Project) was based on the premise that teachers and administrators at the building level must be the people who identify problems which form the substantive content for any in-service development work. There is little question that teachers disagree on what they perceive to be the major problems affecting their own competence and the quality of the educational environment. The rationale for the individualized aspect of the Triple I Project was, in part, based on the following four premises gleaned from research:

People act on what they perceive.

People tend to perceive what they have learned to perceive.

People tend to perceive what they want to perceive.

People tend to perceive what the group perceives.

The Indianapolis Individualized In-service Project was designed to relate to the perceived needs of the teachers of inner-city schools utilizing this information as a basis for direction for an in-service program. Although originally conceived as relating to two or more schools within a definable community, two Indianapolis inner-city elementary schools receiving Title I funds, Schools A and B, were identified by central administration as the target area schools for the Triple I Project. A model for actualizing the project was developed. (See Appendix A)

Acting on the assumption that teachers, themselves, know best the problems which beset them and that the identification of such problems would seem to be the best content for upgrading teaching performance, a definite pattern was established for determining the problems encountered by teachers. Two approaches were utilized. The first approach consisted of the administration of an instrument entitled, "In-service Interest Survey" (see Appendix B). This instrument contained 40 statements in various categories which were aimed at areas of difficulty commonly reported by teachers and researchers to be areas of difficulty for teachers in inner-city teaching situations. A five point scale followed each item so that teachers could indicate the level of intensity of their interest. Mean scores were computed for each item and those with mean scores of 4.00 or greater (4.00 being the indicator of very much interest and 5.00 being the indicator of highest interest) were retained as viable items to be included in the Triple I Project.

As a check against the validity of the "In-service Interest Inventory," interviews were conducted with each teacher in Schools A and B. Most of the interviews were of an individual nature, although some were conducted

with two teachers at one sitting. Some areas, such as class size, supervisor problems, etc. were identified as concerns, but dismissed by the Triple I Project staff as being areas over which they could probably not affect change. Another area identified in the interviews concerned the whole area of scheduling specialist instructors (music, art, P.E., remedial reading, remedial math, etc.) and the deployment of teacher aides, especially for lunch room duty.

All items declared by the teachers, themselves, to be of importance were then categorized into four modules. They are as follows:

Module #1 - Motivational - Aspirational
Module #2 - Behavioral
Module #3 - Slow Learners
Module #4 - Instructional

A fifth Module, Organizational, for the two principals, completed the identified areas of concern. (see Appendix C)

The original design of the Triple I Project was to involve only those teachers who voluntarily declared an interest and a desire for involvement. Both principals felt that their total staffs should be involved and this portion of the original Triple I plan was scrapped. A new requirement for in-service credit was instituted in the Indianapolis Public Schools during the year, which undoubtedly attracted teachers to the project, in order to satisfy the in-service requirements.

Teachers from both schools were allowed freedom of choice regarding the modules in which they wished to work. The modules and the concerns listed under each were available to teachers to aid them in making a choice. (see Appendix C) Modules #1 and #3 were offered initially with Modules #2 and #4 offered later. Module #5 which involved the principals only was begun at the time of the first modules.

Each consultant responsible for a module had previous experience in this area and had demonstrated competence in previous in-service work. All consultants were faculty at the Teachers College, Ball State University.

The modules were conducted in both group and individual sessions. The individualization often took place in the teacher's classroom as individual teachers attempted to apply some of the concepts previously presented in the group situation. In other cases, classroom problems identified by a teacher as being a problem to him (or her) were directly discussed and encountered in the individualization aspect of the Triple I Project.

Consultants worked closely with the two administrators involved, keeping them informed of the areas of concern and study as it evolved in each module. Copies of printed materials distributed in group sessions were also given to the principals. Discussions with the principals concerning the module work was kept in the group, rather than individual basis, so that teachers revealing weak areas were free to do so without fear that the consultant would report this to her principal. Meetings for the Triple I Project were held in the two school buildings, as well as the Indianapolis Education Center. Heavy emphasis was put on the use of visuals, samples, demonstrations, role playing, and descriptions of real problems and concerns as working formats.

Evaluation

Informal Evaluation--Informal and continual evaluation by consultants, participants and the two principals was a characteristic of the workings of the various modules.

Changes effected in one school through the inclusion of teacher aides as noon lunch supervisors were apparent immediately. Teachers were able to enjoy and utilize free time at the lunch hour through a revised duty schedule.

At the other school, role conflicts of the social worker and the counselor were eventually resolved through a number of conferences and the involvement of job descriptions which had been non-existent prior to this inquiry.

Other schedule conflicts were not easily resolved, but groundwork was laid and a number of alternatives presented so that such solutions could become effective for the next school year, if carried through by the principals.

Generally, the consultants met periodically individually with the project director to discuss progress and problems related to the Triple I Project. The concensus seemed to be that those teachers with a positive attitudinal mind set towards the project were those who were the most active in the modules. These teachers tended to be more enthusiastic, willing to try suggested approaches, and appeared less threatened by a visit of the consultant to her classroom.

Negatively-oriented teachers were present in each module and in various numbers. A few managed some visible behavioral change as witnessed by the individual consultants, but generally, they remained resistant to change or made only token changes.

Formal Evaluation--Because the apparent variable of attitude was such a large determiner in the participant teacher's receptivity to the Triple I Project, a special instrument entitled, "In-service Inventory" was designed to assess that attitudes of teachers involved at the two schools. While an individual attitude measurement might prove interesting and provide a basis for future in-service efforts in these two schools, the problems associated with gathering an honest measurement of attitudes would likely prove insurmountable. Instead, the "In-service Inventory" was constructed so that information could be gathered reflecting teacher

attitude towards the Triple I Project and previous in-service projects held in the Indianapolis Public Schools. (See Appendix D) Assuming that previous in-service projects had, for the most part, been successful, a positive comparison would seem to indicate that the Triple I Project was successful with these teachers. A negative comparison of the Triple I Project with the past in-service projects would seem to indicate that this project was not successful, depending, of course, on the range of expressed differences.

All teachers, except two who were absent on the date of administration of the "In-Service Inventory," responded under conditions which insured anonymous responses and freedom to relate at their own level of feeling. Separate meetings for purposes of evaluation were held at each school by personnel not associated with the teaching aspect of the project.

Each of the response categories were weighted beginning with SA (strongly agree) as 5, 4, 3, 2, 1. Mean scores were computed separately for each school for both the Triple I Project and in-service projects.

Statistics resultant from treatment of the data were as follows:

1. The mean attitude score of School A towards in-service was 107.33 with a standard deviation of 10.30 and 68% of the scores expected to range between 97 and 117.

2. The mean attitude score of School A towards the Triple I Project was 109.16 with a standard deviation of 13.75 and 68% of the scores ranging between 95 and 123.

3. The mean attitude score of School B towards in-service was 95.93 with a S.D. of 10.49 with 68% ranging between 85 and 106.

4. The mean attitude score of School B towards the Triple I Project was 102.71 with a S.D. of 30.03 and 68% of the scores expected to range between 72 and 132.

For purposes of comparison, see Table 1 below.

Table 1
Mean Attitude Scores by Schools

	Triple I	S.D.	In-Service	S.D.
School A	109.16	13.75	107.33	10.30
School B	102.71	30.07	95.93	10.49

Combining the means of both schools established new means as shown in the statistics below:

The mean attitude scores of combined schools toward in-service 102.34 with a S.D. of 11.72 with 68% ranging between 90 and 114.

The mean attitude scores of combined schools toward Triple I is 106.34 with a S.D. of 22.19 with 68% ranging from 84 to 128.

This same information is also seen for purposes of comparison in Table 2.

TABLE 2

Mean Attitude Scores of Combined Schools

Triple I	S.D.	In-Service	S.D.
106.34	22.19	102.34	11.72

Part I of the "In-service Survey" revealed the following attitudes concerning the Triple I Project and in-service programs according to a number of variables. These are found in Table 3.

Table 3

Comparison of Variables by Mean Scores

Number of Respondents	Variable	Triple I	In-service
	1. Teaching Experience	107.90	107.90
10	a) Under five years	105.64	99.86
22	b) Over five years		
	2. Age		
13	a) Under 35	102.23	103.23
19	b) Over 35	109.16	101.79

Number of Respondents	Variable	Triple I	In-service
	3. Grade Levels Taught	106.64	104.71
14	a) Primary	111.42	105.08
12	b) Intermediate	97.25	93.00
4	c) Special Education	97.00	102.50
2	d) Other		
	4. Sex		
7	a) Male	108.00	104.29
25	b) Female	105.88	101.84
	5. Race		
24	a) White	107.67	102.17
8	b) Negro	102.375	103.00
	6. Teacher Preparation		
18	a) Bachelor's or Less	108.39	102.50
14	b) Master's or More	103.71	102.21

Although the Triple I Project was slightly favored over past in-service projects, a chi-square test between the means of the Triple I Project and those of in-service projects did not reveal any comparisons which were statistically significant.

Several items of the in-service inventory were compared in an effort to identify teacher attitudes which might be of some help in interpreting the working design of the Triple I Project. Item numbers (as found in appendix D) are listed as well as the comparitive responses of the teachers.

Items

1. & 31. Convenience of time for In-service.

Agreement: Triple I 81%
In-service 53%

7. & 37. Changes in Teaching Performance

Agreement: Triple I 59%
In-service 56%

Items

10. & 40. Reimbursement for time spent in In-service.

Agreement: Triple I 44%
In-service 44%

12. & 42. Support of Principal

Agreement: Triple I 72%
In-service 41%

27. & 57. Needed Encouragement of principal

Agreement: Triple I 34%
In-service 44%

30. Attendance of principal at in-service meetings.

Agreement: Triple I 28%

60. College Credit for In-service Programs

Agreement: In-service 66%

Discussion

The data can be interpreted to indicate that teachers' attitudes reflected a slight bias in favor of the Triple I Project over other in-service programs which they have experienced. Overall the Triple I Project was favored greatest by the teachers at School A as the mean scores (between Triple I and in-service) reveal the greatest differences. Also to be noted, however, is the low favorability scores registered by special education teachers for both the Triple I Project and in-service, with Triple I favored. Also, the standard deviation registered at School A which is more than twice that of other scores (S.D. = 30.07) would seem to indicate that some teachers received much help from the Triple I Project whereas others did not. Another interpretation would be that the greatest supporters as well as the greatest detractors of the Triple I Project were

found in School A. This must be interpreted also in light of the very low score this same school accorded to in-service programs. School B by comparison favored Triple I over in-service, but by a very slim margin.

Males were slightly more in favor of Triple I when compared to females and whites were slightly more in favor of Triple I over blacks.

It appears that the combination of in-school meetings as well as those on afternoons after school were convenient to a sizable majority. Teachers did not feel that they should be reimbursed for time spent in in-service activities, but did agree that they would favor the granting of college credit.

Several statements attempted to assess the role of the principal in various ways. The Triple I Project consultants kept the principal informed, but he did not attend sessions with the teachers, so that teachers could be freed of any administrative restraint which might prevent their full and honest participation. Teachers indicated that this was preferable by their responses while indicating at the same time that they felt that their principal was highly supportive of activities coming out of the Triple I modules. This spoke highly for the leadership of both principals.

This information might be helpful to others who plan in-service programs in the Indianapolis Public Schools. The data seems to indicate that teachers should self-select themselves into in-service areas of interest and that a measurement of attitude towards in-service projects might be a valuable predictive device for assessing probable gains to be made by individual teachers.

Summary and Conclusions

The Triple I Project, because of the individual nature of portions of the project, was evaluated through an attitude scale which compared the Triple I Project was slightly favored by most, over the in-service projects. Some favored the Triple I Project greatly over the other, while some did not. The mean overall scores revealed a slight edge in favor of the Triple I Project.

It was suggested that some of the ideas presented could be better incorporated the following year. Since principals had been made aware of the concepts presented in the various modules, and since teachers indicated that principals exhibited good support for the Triple I Project, it seemed that learnings forwarded in the Triple I Project could be further extended in each school through the leadership of the principal.

Bearing in mind that parts of the Triple I Project were individualized, a brief review of some of the areas covered in each module are presented.

Module #1--Motivational-Aspirational

Positive Reinforcement--Its Effect Upon Disadvantaged Students
Extrinsic Rewards as Motivators--Examples and Strategies
A Motivational Plan for the Entire School Serving Disadvantaged Children
Using Community People as Resource People--Benefits and Suggested Sources
Effects Upon Children's Aspirations
Securing Parental Support Through Valuing Children

Module #2--Behavioral

Experience in Observing Group and Individual Behavior

a. techniques of observing a teaching-learning situation (i.e., authoritarian vs. democratic, therapeutic vs. conversion, etc.)

b. techniques of observing a school system's decision-making strategies (i.e., referral of students, selection of curricula, etc.)

c. techniques of observing results of intervention with a particular child.

Presentation of Selection of Intervention and Various Types of Intervention

a. general strategies for choosing interpersonal techniques

b. assistance with an individual problem for each teacher

Module #3--Slow Learners

1. Teaching to the Child's Ability Level

    a. Determine each child's mental age.

    b. Determine the level at which each child is presently functioning in reading, arithmetic, etc.

    c. Teach the child at his instructional level. If this involves developing seatwork for individual pupils, then do it.

    d. Children functioning two years or more below their mental age expectancy need individualized instruction. If they are ignored, serious discipline problems can be expected.

    e. Use teaching methods that will benefit slow learners, i.e., discussion rather than lecture rote teaching.

    f. Provide for much repetition. Use inductive teaching rather than rote teaching, but use variety in planning activities. Carry to overlearning.

2. Teachers' Behavior in the Classroom

    a. Move about the classroom after making an assignment. This encourages the children to work harder and permits the teacher to give help to individuals.

    b. Reinforce correct responses promptly. The techniques of of behavior modification should be used.

    c. Any work assigned must be checked by the teacher so that children will know if their answers are right or wrong.

    d. Call the children by their names.

Module #4--Instruction

How to utilize small group work
ideas
techniques
procedures, etc.

How to develop flexibility in teaching

How to group for instruction

How to organize a classroom to permit and encourage individualization

How to identify (diagnose) instructional problems

How to cope and overcome problems in inter-class grouping

How to overcome negativism toward school

How to improve the "sticking" power of learning-teaching

Module #5--Organizational

A Suggested Schedule for Articulation of Special Activities with Classroom Activities

Re-deployment of Classified and Non-classified Personnel for Noon Lunch Duty

Introduction of Block-of-Time Concept to Overcome Scheduling Difficulties

Delineation of Responsibilities and Suggested Working Procedures for the Social Worker and the School Counselor

It would seem that some conclusions from the Triple I Program which may have implications for teacher in-service programs in other areas are as follows:

1. A teacher's attitude toward in-service programs has a direct bearing on how effective such programs can become for teachers.

2. A pre-test of teacher attitude towards in-service might serve as an adequate discriminator in the selection of teachers when only a limited number of teacher-participants are desired.

3. Released time from teaching is not always necessary.

4. Re-imbursement for time spent in in-service instruction is not necessary.

5. Support of the supervising principal is important and he should be kept informed of any educational developments affecting the teachers.

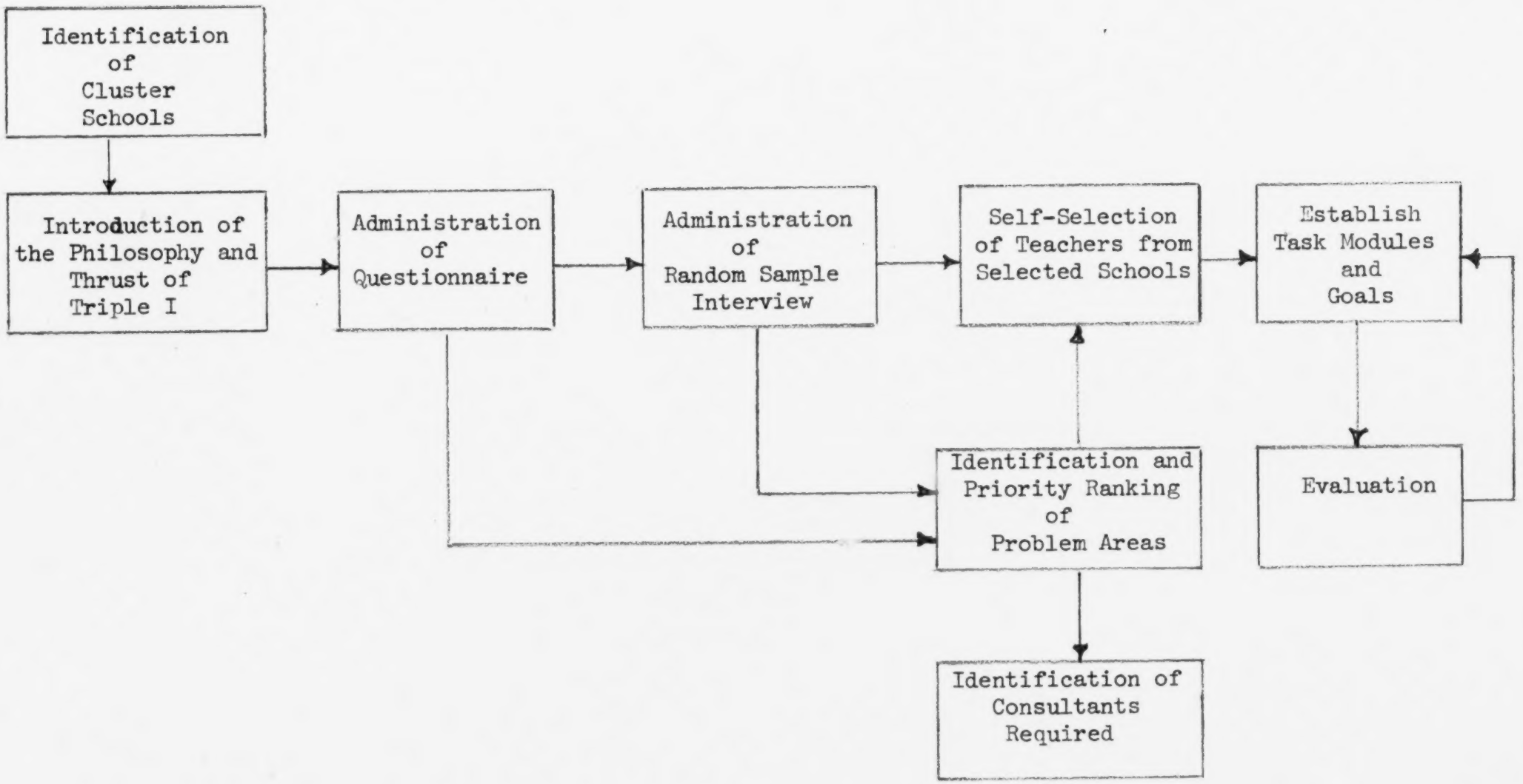
6. Principals should not attend in-service meetings with teachers. The separation allows teachers the freedom to be more open in their expression of concerns.

7. College credit should be given for in-service training programs when it is possible.

APPENDIX A

TRIPLE I PROJECT

PROCEDURAL SCHEMA


Identification of Cluster Schools
Introduction of the Philosophy and Thrust of Triple I
Administration of Questionnaire
Administration of Random Sample Interview
Self-Selection of Teachers from Selected Schools
Establish Task Modules and Goals
Identification and Priority Ranking of Problem Areas
Evaluation
Identification of Consultants Required

APPENDIX B

IN-SERVICE INTEREST SURVEY

Directions:

Each statement refers to skills which many writers think should be acquired by elementary teachers who teach underprivileged children. Knowledge of your areas of interest will be utilized to form task modules for in-service education. Please respond to each item according to your own interest level.

1. Read each item carefully.
2. Mark the number on the answer sheet corresponding to the number following each item which best describes your interest.
3. Be sure to respond to every item.
4. Mark only one number for each item.

	High interest	Very much interest	Considerable interest	Little interest	No interest
	5	4	3	2	1
A. Diagnostic and remedial (The in-service program could help the teacher develop.)					
1. Skill in planning short term goals	5	4	3	2	1
2. Skill in determining possible causation factors in behavioral difficulties (as physical violence, withdrawal, hate, etc.)	5	4	3	2	1
3. Skill in interpretation of standardized achievement tests in order to adjust instructional levels	5	4	3	2	1
4. Skill in observing and studying a child (what to look for the significance of behavioral patterning, etc.)	5	4	3	2	1
5. Skill in recognizing serious behavior problems and knowing to whom they should be referred	5	4	3	2	1

Skills (continued)

	Highest interest	Very high interest	Considerable interest	Little interest	No interest
	5	4	3	2	1
6. Skill in organizing an action research type project in order to assess the effectiveness of new teaching approaches	5	4	3	2	1
7. Skill in the application of diagnostic principles	5	4	3	2	1
8. Skill in the use of remedial techniques	5	4	3	2	1
9. Skill in the construction, use and interpretation of teacher-made tests to quide teaching	5	4	3	2	1

B. Human relations with children (The in-service program could help the teacher develop)

10. Skill with the children in the use of approaches for the rapid adjustment of new entrants	5	4	3	2	1
11. Skill in the use of approaches for handling aggression and violence	5	4	3	2	1
12. Skill in assisting students to overcome feelings of inadequacy, fear of failure, frustration, or actual hostility	5	4	3	2	1
13. Skill in the use of sociometric techniques and instruments for assessing and improving inter-pupil interaction	5	4	3	2	1
14. Skill in the use of positive successful Negro identification models (both resource materials and resource people)	5	4	3	2	1

Skills (continued)

	Highest interest	Very high interest	Considerable interest	Little interest	No interest
	5	4	3	2	1
15. Skill in dealing effectively with special discipline problems encountered in disadvantaged schools	5	4	3	2	1
16. Skill in developing positive self concepts in students	5	4	3	2	1
17. Skill in raising aspiration levels	5	4	3	2	1

C. Human relations with the Parents (The in-service program should help the teacher develop)

18. Skill in the involvement of parents in readiness, field trips, homework, and new experience activities of a class	5	4	3	2	1
19. Skill in establishing and maintaining positive parent-teacher contact	5	4	3	2	1
20. Skill in securing parental support for the efforts of the school	5	4	3	2	1

D. Learning (planning and executing) (The in-service program should help the teacher develop)

21. Skill in communication between teachers and lower class children	5	4	3	2	1
22. Skill in providing continuous vocabulary enrichment	5	4	3	2	1
23. Skill in approaches for building a background of real and vicarious experiences upon which further learning can be built	5	4	3	2	1

Skills (continued)

	Highest interest	Very high interest	Considerable interest	Little interest	No interest
	5	4	3	2	1
24. Skill in the use of a minority group's culture for enrichment	5	4	3	2	1
25. Skill in repeating or re-teaching with interesting variations	5	4	3	2	1
26. Skill in planning learning experiences when attention span is short	5	4	3	2	1
27. Skill in the preparation, execution, and follow-up of an instructional field trip	5	4	3	2	1
28. Skill in the use of new instructional media (as educational television, programmed instruction, and programmed textbooks	5	4	3	2	1
29. Skill in the use of special audio-visual aids (as tachistoscope and controlled reader, overhead projector, etc.)	5	4	3	2	1
30. Skill in developing an organized classroom with children who come from frequently disorganized homes and communities	5	4	3	2	1
31. Skill in the knowledge and provision of extrinsic reward system	5	4	3	2	1
32. Skill in the ability to create, and adapt materials for instruction	5	4	3	2	1
33. Skill in the clarification of values	5	4	3	2	1
34. Skill in developing listening skills	5	4	3	2	1

Skills (continued)

35.	Skill in translating the "academic knowledge" of children into specific procedures for classroom use	5	4	3	2	1
36.	Skill in ordering and guiding appropriate curricular goals for disadvantaged children	5	4	3	2	1
37.	Skill in the art of questioning in order to stimulate creative thinking, develop language usage, arouse curiousity and solve problems	5	4	3	2	1
38.	Skill in the selection and use of special library books which appeal to disadvantaged children	5	4	3	2	1
39.	Skill in effecting a classroom atmosphere which children find stimulating and wholesome	5	4	3	2	1
40.	Please indicate any areas of interest which have not been included:					

APPENDIX C

TRIPLE I PROJECT

A combination of questionnaire and interview approaches revealed the following interest areas as expressed by teachers in Schools A and B and are grouped into modules as follows:

Module #1--MOTIVATIONAL - ASPIRATIONAL

Skill in developing positive self concepts in students
Skill in raising aspiration levels.
Skill in securing parental support for the efforts of the school
Skill in developing an organized classroom with children who come from frequently disorganized homes and communities

Module #2--BEHAVIORAL

Skill in determining possible causation factors in behavioral difficulties (as physical violence, withdrawal, hate, etc.)
Skill in interpretation of standardized achievement tests in order to adjust instructional levels
Skill in observing and studying a child (what to look for, the significance of behavioral patterning, etc.)
Skill in recognizing serious behavior problems and knowing to whom they should be referred
Skill in the use of approaches for handling aggression and violence
Skill in assisting students to overcome feelings of inadequacy, fear of failure, frustration, or actual hostility
Skill in dealing effectively with special discipline problems encountered in disadvantaged schools

Module #3--SLOW LEARNERS

Skill in the use of remedial techniques
Skill in planning learning experiences when attention span is short

Module #4--INSTRUCTIONAL

Skill in approaches for building a background of real and vicarious experiences upon which further learning can be built
Skill in the ability to create, and adapt materials for instruction
Skill in developing listening skills
Skill in translating the "academic knowledge" of children into specific procedures for classroom use
Skill in ordering and guiding appropriate curricular goals for disadvantaged children
Skill in the art of questioning in order to stimulate creative thinking, develop language usage, arouse curiosity and solve problems
Skill in effecting a classroom atmosphere which children find stimulating and wholesome

Module #5--ORGANIZATIONAL

Study of daily schedules maximizing the utilization of teacher aides, coordination of specialists

APPENDIX D

IN-SERVICE INVENTORY

PART I

Directions:

Please check the appropriate response for each question in Part I

1. What is your present position? (Check one)

____Primary (1-3) _____Social Worker _____Intermediate (4-6)

____Special Education _____Kindergarten _____Counseling

____Other (please specify)_____ _____Physical Education

2. Number of years of teaching experience? (Please check one)

____One year ____Four years ____Six to Ten years

____Two years ____Five years ____Ten to Twenty years

____Three years ____Six years ____Over twenty years

3. Number of years of teaching experience in the system. (Please check one)

____One year ____Four years ____Six to Ten years

____Two years ____Five years ____Ten to Twenty years

____Three years ____Six years ____Over twenty years

4. Number of years of teaching experience in this school. (Please check one)

____One year ____Four years ____Six to Ten years

____Two years ____Five years ____Ten to Twenty years

____Three years ____Six years ____Over twenty years

5. Highest degree presently held. (Please check one)

____Less than a four year degree

____Bachelor's Degree

____Masters' Degree

____Educational Specialist

____Doctorate

In-service Inventory, Part I

6. How many graduate or upper division credit hours do you have beyond the highest degree earned? (Please check one)

____0 - 5 hours	____16 - 20 hours	____31 - 35 hours
____6 - 10 hours	____21 - 25 hours	____36 - 40 hours
____11 - 15 hours	____26 - 30 hours	____over 40 hours

7. Age (Please check one)

____Under 25	____36 - 45	____56 - 65
____26 - 35	____46 - 55	____over 65

8. Sex (Please check one) ____Male ____Female

9. Race (Please check one)

____Caucasian	____Mexican American	____Negro
____Indian	____Oriental	____Other

PART II

Directions:

Please circle the response that best describes your feelings towards the Triple I Project. Circle S.A. for Strongly Agree; A for Agree; N.O. for No Opinion; D for Disagree; or S.D. for Strongly Disagree.

1. The Triple I Project was held at a time convenient for me.	S.A.	A	N.O.	D	S.D.
2. The Triple I Project had a sufficient number of meetings during the school year.	S.A.	A	N.O.	D	S.D.
3. A program like Triple I is most effective when held during the school year.	S.A.	A	N.O.	D	S.D.
4. The Triple I was held at a convenient location for me.	S.A.	A	N.O.	D	S.D.
5. A program like Triple I is most effective when it involves teachers from only one building	S.A.	A	N.O.	D	S.D.
6. The Triple I Project was worthy of my time.	S.A.	A	N.O.	D	S.D.
7. The Triple I Project caused me to make changes in my teaching performance.	S.A.	A	N.O.	D	S.D.
8. A program like Triple I is necessary.	S.A.	A	N.O.	D	S.D.
9. I would voluntarily attend a project like Triple I.	S.A.	A	N.O.	D	S.D.
10. I don't feel that I should be reimbursed for my time spent in Triple I.	S.A.	A	N.O.	D	S.D.
11. Triple I was beneficial because teacher chose the areas to be covered.	S.A.	A	N.O.	D	S.D.
12. My principal demonstrated support for the ideas presented in the Triple I Project.	S.A.	A	N.O.	D	S.D.
13. An asset of Triple I was that it drew from outside our school system for speakers.	S.A.	A	N.O.	D	S.D.
14. The people who planned the Triple I Project knew what my needs were.	S.A.	A	N.O.	D	S.D.

In-service Inventory, Part II

15.	Teachers played an important role in planning the Triple I Project.	S.A.	A	N.O.	D	S.D.
16.	Those planning the Triple I Project found out teachers needs and planned accordingly.	S.A.	A	N.O.	D	S.D.
17.	The Triple I Project usually provided teachers the opportunity for discussion and asking questions.	S.A.	A	N.O.	D	S.D.
18.	The Triple I was more practical than philosophical.	S.A.	A	N.O.	D	S.D.
19.	The Triple I was beneficial to me as a teacher.	S.A.	A	N.O.	D	S.D.
20.	The Triple I usually covered my problem areas.	S.A.	A	N.O.	D	S.D.
21.	The Triple I Project is a good method of supplementing teacher education.	S.A.	A	N.O.	D	S.D.
22.	The Triple I had good speakers and demonstrations.	S.A.	A	N.O.	D	S.D.
23.	The Triple I Project was effective in modifying teacher behavior.	S.A.	A	N.O.	D	S.D.
24.	The Triple I was not a waste of my time.	S.A.	A	N.O.	D	S.D.
25.	Programs like the Triple I should be for beginning teachers only.	S.A.	A	N.O.	D	S.D.
26.	The content of Triple I Project was relevant to my needs.	S.A.	A	N.O.	D	S.D.
27.	I would implement more Triple I Project ideas if I would receive encouragement in these areas from my principal.	S.A.	A	N.O.	D	S.D.
28.	Many of the good Triple I Project ideas we got during the school year could best be implemented at the beginning of the following school years.	S.A.	A	N.O.	D	S.D.
29.	Many of the suggestions of the Triple I Project are within the abilities of classroom teachers to implement.	S.A.	A	N.O.	D	S.D.
30.	Whenever the teachers had Triple I meetings my principal should have attended also.	S.A.	A	N.O.	D	S.D.

PART III

Directions:

Please circle the response that best describes your feelings towards in-service programs in general. Circle S.A. for Strongly Agree; A for Agree; N.O. for No Opinion; D for Disagree, or S.D. for Strongly Disagree.

31. In-service programs are usually arranged at an inconvenient time for me.	S.A.	A	N.O.	D	S.D.
32. There are not enough in-service programs held during the school year.	S.A.	A	N.O.	D	S.D.
33. All in-service programs should be held before school starts in September.	S.A.	A	N.O.	D	S.D.
34. In-service programs are usually held at a location that is inconvenient for me.	S.A.	A	N.O.	D	S.D.
35. In-service programs should involve teachers from several schools.	S.A.	A	N.O.	D	S.D.
36. In-service programs are usually not worthy of my time.	S.A.	A	N.O.	D	S.D.
37. In-service programs have rarely caused me to make changes in my teaching performance.	S.A.	A	N.O.	D	S.D.
38. In-service programs are unnecessary.	S.A.	A	N.O.	D	S.D.
39. I would attend in-service programs even if I were not required to do so.	S.A.	A	N.O.	D	S.D.
40. I feel that I should be reimbursed for my time spent at in-service programs.	S.A.	A	N.O.	D	S.D.
41. In-service programs would be more beneficial if teachers could choose the areas to be covered.	S.A.	A	N.O.	D	S.D.
42. My principal has not demonstrated his support for the ideas presented at in-service programs.	S.A.	A	N.O.	D	S.D.
43. I would prefer personnel from our own school system as speakers for in-service programs.	S.A.	A	N.O.	D	S.D.
44. The people who plan in-service programs really don't know what my needs are.	S.A.	A	N.O.	D	S.D.

In-service Inventory, Part III

45. Teachers should decide among themselves what topics they want for in-service programs. S.A. A N.O. D S.D.

46. Administrators should find out what the needs of teachers are and plan in-service programs accordingly. S.A. A N.O. D S.D.

47. In-service programs usually don't provide teachers with enough opportunity to have discussion and ask questions. S.A. A N.O. D S.D.

48. In-service programs are more philosophical than practical. S.A. A N.O. D S.D.

49. In-service programs are of little benefit to me as a teacher. S.A. A N.O. D S.D.

50. In-service programs are a good method of supplementing teacher education. S.A. A N.O. D S.D.

51. In-service programs usually cover my problem areas. S.A. A N.O. D S.D.

52. In-service programs usually have poor speakers and/or demonstrations. S.A. A N.O. D S.D.

53. In-service programs are usually ineffective in modifying teacher's behavior. S.A. A N.O. D S.D.

54. In-service programs are usually a waste of my time. S.A. A N.O D S.D.

55. In-service programs should be for beginning teachers only. S.A. A N.O. D S.D.

56. The content of most in-service programs are not relevant to my needs. S.A. A N.O. D S.D.

57. I would implement more in-service ideas if I would receive encouragement in these areas from my principal. S.A. A N.O. D S.D.

58. Many of the good in-service program ideas we get during the school year could best be implemented at the beginning of the school year. S.A. A N.O. D S.D.

59. Many of the suggestions of in-service programs are beyond the abilities of classroom teachers to implement. S.A. A N.O. D S.D.

60. More in-service programs ought to be designed so that teachers get college credit for their time and effort. S.A. A N.O. D S.D.